DOCUMENT RESUME

ED 166 645 CS 004 594

TITLE	New Adventure in Learning Adoption Information.
PUB DATE	78
NOTE	29p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; Elementary Education; Individualized Instruction; *Inservice Teacher Education; *Language Arts; *Language Skills; *Positive Reinforcement; Psycholinguistics; *Reading Instruction; Self Concept; Student Evaluation; Validated Programs
IDENTIFIERS	National Diffusion Network Programs; *Project New Adventure in Learning

ABSTRACT

The New Adventure in Learning program, a language and reading skills program stressing individually determined instruction and positive behavioral principles, is described in this report, and adoption procedures for the program are outlined. Part one indicates the type of community, school, and students that have been served by the program and reports behavioral objectives, teaching activities, evaluative methods, and findings in the areas of oral language development, psycholinguistic development, reading development, selected advanced language arts skills development (including spelling, writing mechanics, and study skills), and affective development. It then discusses the overall evaluation design for the program. Part two provides an overview of three staff training components of the program: an initial workshop in psycholinguistic diagnosis, remedial/developmental instruction, and positive reinforcement; a two-day workshop in increasing oral language facility and mental age and creating a positive classroom setting; and a three-day workshop that explores the complete reading program and stresses techniques for developing positive self-concepts. Probable costs for adoption, and materials and equipment needed, are also noted. (GT)

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NEW ADVENTURE IN LEARNING

ADOPTION INFORMATION

1978

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Project Title:	NEW ADVENTURE IN LEARNING
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NEW ADVENTURE ADOPTION INFORMATION

Introduction

The New Adventure program began in 1968 as a federally funded project for primary age children, grades K-3. Title III monies were used to plan, design, and develop an individually determined language arts program. Procedures were studied for promoting positive pupil attitudes toward school and others along with good self-concepts.

History

August 1970-July 1973 - Research and development with pupils at W.T. Moore Elementary School, culminating in validation and approval by the nationally sponsored Joint Dissemination Review Panel.

Since July 1973 to Present - The New Adventure program has functioned as a teacher training center with successful adoptions/adaptions K-8 and some high school English classes.

PART I

Description of New Adventure program for pupils

Community - The community served is a part of the eastern section of Tallahassee, Florida, the state capital, with two universities and a population of approximately 100,000 people. The school "neighborhood" is a combination of densely populated suburban and sparsely populated rural areas. The housing ranges from exclusive residential to low value dwellings without plumbing, with average income of $5,000 per year.

School - New Adventure is housed at Walter T. Moore Elementary School, one of nineteen local elementary schools. It is a modern, open-space facility with seven large learning centers or pods, each with space for four classes, and a large common area.

Students - All pupils in Moore Elementary are involved in the project. When the project began about one-half were black pupils, a majority from rural homes. The remaining half were white pupils, the majority from middle income suburban families. With such a diverse population, many students came to school well prepared for academic and social success. Many others had very severe deficits in spoken language and experiential background, and lacked positive self concepts.

Program Components

The most innovative aspect of the project is "individually determined instruction" coupled with positive behavioral principles. Instruction is individually determined when the characteristics of each pupil play a major part in the selection of objectives, materials, procedures and time. Learning tasks are determined individually for each child; the child pursues these tasks in a variety of settings including independent study, partner study, and both small and large group instruction. This process is applied to all areas of language arts, i.e. reading, spelling, grammar, handwriting, creative writing and thinking skills. New Adventure is provided for all children normally assigned to W. T. Moore Elementary.

Goals, Objectives, Activities and Findings

The major goal of the program is to develop in young children basic language skills and knowledge, along with positive attitudes toward school. The project deals with a broad range of affective and cognitive learning. The student population was stable during the 3 years of research and development.

Student objectives, teaching strategies, evaluative devices and research findings in the five special areas are given below.

AREA I - Oral Language Development

Objective - Pupils will demonstrate increased vocabulary development as measured by continuous direct measurement of daily frequencies of pupil performance and the Peabody Picture Vocabulary Test.

Teaching Activities - Diagnosis (individual assessment of each child's specific skills) is done daily to design activities appropriate for each child's needs and learning pace. These informal assessments are done by teacher observations in group and individual settings. Instruction involving a large variety of classroom activities includes lessons built around particular concepts using such resources as the Peabody Language Development Kit, study prints, tangible objects, Encyclopaedia Britannica's Language Experiences in Learning, Follet's The World of Language, and "process approach" strategies for building critical thinking skills.

Evaluation - The Peabody Picture Vocabulary Test was given individually to all K-3 pupils.

Findings - In the third year of project operation, this test indicated a significant pupil growth ($t = 12.47$, $p < .001$) for total K-3 population. It is commonly expected that there will be one month growth for one month of treatment. The number of pupils making more than twelve months growth in mental age for seven months of treatment increased from 35% the first year of the project to 51% the

final year. The number of pupils making no gain decreased from 35% the first year to 18% the final year.

The mean improvement index was X 1.67, indicating a 67% increase in pupil accuracy for vocabulary development.

AREA 2 - Psycholinguistic Development

Objective - Language disadvantaged pupils will significantly increase their verbal learning ability as measured by continuous direct measurement of daily frequencies of pupil performance, Peabody Picture Vocabulary Test, Illinois Test of Psycholinguistic Ability, and Wechsler Intelligence Scale for Children.

Teaching Activities - Project teachers used the ITPA and WISC tests to design screening techniques for assessing all pupils in the skills of psycholinguistics as defined by the work of Samuel Kirk. Those pupils showing deficits in any area are given specific remediation, often in small groups. In addition to these lessons for pupils with special needs, teachers conduct daily language activities with all pupils, teaching and reinforcing psycholinguistic skills. Activities from a variety of resources supplement teacher designed lessons.

Evaluation - The Illinois Test of Psycholinguistic Ability and the Wechsler Intelligence Scale for Children were administered to language disadvantaged pupils.

Findings - A statistically significant gain occurred on the ITPA ($t = 6.26$, $p < .01$). Skills measured by this test are necessary for success in reading. Weaknesses in these skills often account for breakdowns after children start reading instruction. Heretofore, these skills have been taught in clinics or specific learning disabilities classes; seldom by regular classroom teachers.

Mean growth on the WISC was +1.25. While this gain is not statistically significant ($t = 0.92$, $p > .10$), failure to obtain a substantial change in either direction indicates an essentially normal growth rate. This is significant when considering the national trend of disadvantaged children regularly showing regression in measures of intelligence taken over several years of schooling.

The mean improvement index was X 1.32 which indicates a 32% increase in pupil accuracy in psycholinguistic skills.

AREA 3 - Reading Development

Objective - Pupils who do not have severe physical, emotional or neurological handicaps will achieve in reading at or above expected levels as measured by continuous direct measurement of daily frequencies of pupil performance and by the Gilmore Oral Reading Test and California Test of Mental Maturity.

Teaching Activities - Readiness to read is diagnosed in auditory and visual discrimination, psychomotor development,

social and emotional adjustments, psycholinguistic abilities, vocabulary development and concept development. This diagnosis is done by formal measures and informal assessments. Instruction is given to develop these skills before entering a child in formal reading. Such activities as telling about pictures, drawing stories, classifying objects, attaching word labels to objects, working with rhyming words, sequencing pictures, giving main ideas of stories heard, learning songs, working puzzles, copying letters, numbers and shapes are used.

Those students having reading readiness skills are involved in a formal program of reading development using basal readers. Instruction is based on the results of on-going diagnosis, using teacher observation of reading performance along with word lists, informal reading inventories, the Schonell Word Reading Test, a phonics inventory, and previously completed individual prescriptions. To accommodate as many different reading levels and learning styles as possible, teacher-led instruction is followed by reading prescriptions that are written for each pupil. Teachers use instructional materials and techniques from basal reading texts and individualized sources (such as the Barnell-Loft Specific Skills Series, the Lyons and Carnahan Phonics We Use, the SRA Reading Labs, the Dolch Puzzle Books, the Weekly Reader Phonics and Word Power). Such materials

permit teachers to develop reading activities that offer pupils a variety of learning activities. Activity centers are used to give children opportunities to apply their reading skills.

Evaluation - All 1-3 pupils were given the Gilmore Oral Reading Test. Only the accuracy score was used, as the test does not give a "pure" reading comprehension assessment. The reading expectancy formula by Albert Harris was used to determine each child's reading capability.

Findings - Pupil growth indicated by the Gilmore test was extremely significant ($t = 13.04$, $p < .001$). The first year of project 20.7% of the 1-3 pupils were not expected to read because of low mental age (below 6.0). This percentage was reduced to 10% by the third year. The number of pupils meeting their individual reading expectancy (reading performance commensurate with ability) increased from 37% of the 1-3 population at the beginning of the project to 57% at the end of the developmental years.

When the project began in September 1970, only 10% of the 1-3 population read on or above grade level on the Gilmore test. This was raised to 51% by May of 1973.

The mean improvement index was X 1.22 which indicates a 22% increase in pupil accuracy in reading.

AREA 4 - Selected Advanced Language Arts Skills Development

Objective - All third grade pupils will achieve at or above expected levels in spelling, mechanics of writing and

study skills as measured by continuous direct measurement of daily frequencies of pupil performance and by the California Test of Basic Skills.

Teaching Activities

Spelling - For diagnostic and grouping purposes, 2nd and 3rd grade teachers give screening tests which consist of words from various spelling tests and group pupils according to specific needs. The groups are flexible. Teachers then use the basal text approach supplemented as needed by individualized kits and language experience instruction.

Mechanics of Writing - Many opportunities to write compositions are provided. In the interest of encouraging creativity, teachers ignore grammatical and spelling errors in the first composition efforts and concentrate on the generation of ideas. As the pupil becomes more able to express his ideas freely on paper, increased attention is given to such mechanics as spelling, grammar, and punctuation. Ideas for student compositions come from discussions of pictures or topics connected with instructional units, introductory sentences provided by the teacher, discussions of feelings, follow-up of field trips and other motivational devices. Rules of grammar and punctuation are taught during teacher-led handwriting lessons.

Study Skills - Teachers work regularly on dictionary usage with those pupils who have acquired the prerequisite skills. Additional study skills are developed using the

SRA Graph and Picture Study Skills Kit and the SRA Map and Globe Skills Kit. Library skills are developed by the school media teacher working with small groups of pupils and special classroom projects individually selected by pupils.

Evaluation - To measure achievement in mechanics of writing, spelling, and study skills, the California Test of Basic Skills was given to all third grade pupils.

Findings - While not generating a statistical figure, the results of the CTBS were more than satisfactory. Seventy-three percent of the third grade pupils achieved at expected levels in study skills, 88% on mechanics of writing and 91% in spelling. In spelling, the mean improvement index was X 1.23, which indicates a 23% increase in pupil accuracy. No continuous frequencies were kept for mechanics of writing or study skills.

AREA 5 - Affective Development

Objective - Given a positive classroom atmosphere and an individually determined language arts instructional program, pupils will:

a. demonstrate on-task behavior 75% of the time while engaged in academic tasks as measured by trained observers;

b. significantly increase their self-directed academic behavior as measured by teacher observation;

c. make instructional choices appropriate to their abilities as measured by teacher observation;

d. demonstrate a positive attitude toward school as measured by the "How I Feel Attitude Inventory;" and

e. demonstrate acceptance for pupils who achieve at different levels than themselves as determined by teacher observation.

Teaching Activities - All pupil activities are planned to develop a positive classroom atmosphere in which learning may effectively and pleasantly take place.

Three techniques are used:

1. the consistent application of positive reinforcement techniques in line with research findings of behavioral psychology;

2. the consistent use of an individually determined language arts program, and

3. the consistent use of teacher modeling in respect to the stated objective for this specific area.

Evaluation - The objective for area 5 involves teacher observation in four of the five categories. These procedures are seen as appropriate in that they provide specific feedback to the project staff on the effectiveness of inservice training and the frequency of positive, on-task and error behaviors.

Findings

Sub-Area "a" (On-Task Behavior): A majority of project teachers have demonstrated a high level of positive reinforcement in their classrooms. Ten of twelve teachers demonstrated positive reinforcement in at least 80% of their interactions with students for two years (substantiated by a trained observer using a ten-second interval observation

schedule). According to Dr. Charles Madsen, Project Consultant, Florida State University, only 3% of 6,000 teachers observed nationally met 50% or higher.

Because of these skills on the part of teachers, project pupils have demonstrated a very high level of on-task behavior. On-task behavior has been as high as 87.6% (compared to 40-50% for more than 6,000 observed classrooms with untrained teachers).

Sub-Area "b" (Self-Directed Academic Behavior) and Sub-Area "c" (Instructional Choices): For evaluative charting purposes, these parts were grouped together. The mean improvement index for both was X 1.13, indicating a 13% increase in pupil accuracy.

Sub-Area "d" (Attitude Toward School): This segment of objective 5 was measured using the "How I Feel Attitude Inventory" for primary pupils. The inventory is built on a five-point scale (1 being most positive or happy, and 5 being most negative, or unhappy). Since the average pre-test rating per item was 1.8 (happy), there was little opportunity for change in an upward direction. This positive position was maintained with an average of 1.7 on the post-test.

A 2 X 2 contingency analysis (for differences between advantaged and disadvantaged students) was performed on the data and yielded a non-significant chi-square. Thus, the attitude toward school of the disadvantaged students did

not, on a statistical basis, change differentially from that of the advantaged students, a very encouraging outcome.

Sub-Area "e" (Acceptance of Others): No systematic data was collected in an effort to validate the attainment of this part of the objective for area 5. However, owing to the presence of a number of hearing impaired children (not part of the project population) in the school, ample opportunity existed to observe the interaction of the project pupils with these rather conspicuously impaired peers. On several occasions during the vists to Moore School by an outside evaluating team, instances were documented where project pupils interacted in a friendly and helpful way with the hearing impaired pupils. No occurrence of aggressive or belittling behavior was observed, although it would be naive to suppose that none occurred throughout the entire year.

Evaluation Design

In designing the over-all evaluation scheme, an experimental control design was considered. The possibility of locating a well-matched control group for the Southern, half rural, half small-city suburban, half white, half black population in an open-space setting in 1970 was, however, very unlikely. Nationally normed standardized tests were used on a pre-post basis instead. This was seen as appropriate

since the project was developmental rather than experimental in nature. The tests were normed with generally less disadvantaged pupils than project population. Comparison of project pupil growth to those norms would, therefore, yield a conservative measure of the effectiveness of intervention.

In addition, continuous direct measurement was used. This employed a Standard Behavior Chart measuring daily frequencies of behaviors to determine behavior change. The ratio of correct frequencies to incorrect frequencies is known as the improvement index.

The assessment instruments and techniques described in this section were administered, scored and analyzed in the following manner:

1. The Gilmore Oral Reading Test, Illinois Test of Psycholinguistic Ability, Wechsler Intelligence Scale for Children were administered and scored by faculty members and graduate students from the Florida State University Reading Clinic and from the Florida State University Department of Psychology. The results of the testing years one and two were analyzed and interpreted by the Florida State Department of Educational Research and Testing. In year three, the results were analyzed and interpreted by Precision Teaching of Florida, Gainesville, Florida.

2. The Peabody Picture Vocabulary Test was administered and scored by faculty members and graduate students from the Florida State University Reading Clinic and by personnel trained by the New Adventure project staff. The results were analyzed and interpreted in the same manner as the assessment instruments in 1 above.

3. The California Test of Basic Skills was administered by New Adventure project teachers and scored by the New Adventure project staff. The results were analyzed and interpreted in the same manner as in 1 above.

4. Continuous direct measurement was employed during the third year of the project. Measurements were made by project teachers who were trained to 90% accuracy by Precision Teaching of Florida. Results of the measurements were analyzed and interpreted by Precision Teaching of Florida.

Program implementation calls for the use of a variety of commonly available materials. Among these are reading kits, programmed workbooks, skills workbooks, basal textbooks, spelling kits, study skills kits, puzzles, overhead transparencies, filmstrips, and equipment such as filmstrip projectors, overhead projectors, language masters, record players, listening stations, etc.

The key to this project's uniqueness lies in the instructional methodology employed by project teachers. By utilizing a variety of assessment instruments and techniques, the teachers have been able to diagnose conceptual, language arts and behavioral needs. Using the flexible facilities and available resource people (teachers, aides, and parent volunteers), teachers are able to provide varied learning tasks and activities to meet the wide range of pupil abilities and interests. Each teacher works with approximately 30 pupils.

The entire instructional process consists of a recurring cycle of pupil assessment - teacher planning - classroom

implementation back to pupil assessment and so on. All classroom components are effectively combined to create an educational atmosphere where each pupil can move and interact with others, make instructional choices related to materials and activities, experience success in academic tasks, and be treated as a person of worth.

Academic learning is motivated by use of behavioral techniques that continually reward desired behavior and reduce incidence of inappropriate behavior. The project's use of these techniques has been innovative in that regular classroom teachers have been able to employ them consistently over time. This capability has maintained positive student attitudes and has increased productivity (on-task learning behavior).

PART II

A demonstration program is maintained at the original developmental site, so educators can view the program in action with pupils. One or two-day on-site observations may be made prior to adoption or during the implementation process. Visitation is highly recommended and may be scheduled from September until May.

Training

Adoption of New Adventure primarily means a staff development activity, that is, training in the processes proved effective. Training can be obtained for administrators, supervisors, teachers, and desired support personnel. In some components, training is available for aides and parents.

Training can be secured for individual program components, or for the program as a whole:

Psycholinguistics/Positive Reinforcement Component

At least two days are needed for the initial training workshop. The workshop gives basic techniques for psycholinguistic diagnosis, and remedial/developmental instruction. Methods for developing a supportive classroom environment are also shared. Each participant receives a package of training materials, including two self-pacing, competency-based instructional manuals, Reducing Language Deficits: Psycholinguistic Remediation and Developing a Positive Classroom Environment. Additional training and technical assistance

are desirable after participants have had time to try the ideas with pupils. One to two days are adequate for this follow-up training.

Oral Language/Positive Reinforcement Component

For this component, a two-day workshop is needed to give initial training in specific strategies for increasing language facility, increasing mental age, and creating a positive classroom setting. The materials package provided each participant includes the training manuals, The Design of Oral Language Instruction and Developing a Positive Classroom Environment. Again technical assistance is desirable after initial training.

Comprehensive Reading Program/Positive Reinforcement Component

This 3-day workshop explores the complete reading program. A management system is given for using the New Adventure reading program - a combination of basal text, individual student prescription and language experience. Participants are trained in techniques of individual student diagnosis and in prescription writing. Techniques for developing positive self-concepts are stressed. Participants receive 3 manuals, Techniques for Diagnosing Reading Abilities, Individualizing Reading Instruction: The Use of Prescriptions, and Developing a Positive Classroom Environment. Technical assistance is helpful after participants have had time to use the ideas with pupils.

Training workshops are available for groups at the adopter site, or for leadership teams at the D/D Center.

The D/D works with each adopting group to determine when and where training should be done. Adopters have the following options regarding participants for the workshops:

(1) Turnkey Trainers - District level or school-based personnel who have been designated by their district to receive training by the D/D Center and then in turn, are responsible for training teachers and coordinating implementation at the user site. Training for these people includes project management and coordination strategies and teacher-training procedures, in addition to the basic training. People serving in this role should be carefully selected for their leadership abilities.

(2) Total school faculties or faculty groups.

(3) Special area groups as desired (such as Title I teachers, remedial reading teachers, teachers of accelerated classes or kindergarten teachers in a district).

After initial training, the Demonstration/Diffusion staff is available by phone and individual correspondence to help adopters with problem-solving and planning as the program is installed. This assistance is of an informal and friendly nature. The staff is available for a limited number of support visits to adopter sites.

Probable Costs of Adoption

Two major areas of expense are involved in adopting the program: (1) training school personnel and (2) securing student materials and equipment, as needed.

(1) Training

Consultant time for conducting training and technical assistance is provided free, with the adopter assuming costs of consultant travel.

Fifteen dollars per workshop participant covers all necessary training materials for one component.

Other training expenses the adopter may have:

- Travel and per diem for New Adventure workshop leaders if workshop is held away from D/D Center.
- Travel and living expenses for participants attending workshops or turnkey seminars in Tallahassee.
- Expenses related to optional visitation to Center demonstration program - for administrators, turnkey trainers, parents or teachers.

(2) Student Materials and Equipment

A number of commonly used kinds of *materials* are needed, no specific commercial program. The program utilizes basal text reading instruction enriched by the addition of individualized and language experience approaches. The program calls for programmed materials, reading kits, learning games, and activity centers where children work on different reading tasks on varying levels.

	Cost per Participant	Days Needed for Initial Training
Psycholinguistic/Positive Reinforcement Component		
Classroom materials -	Does not call for special classroom materials - Resource books for teachers optional.	
Training -	$15.00	2
Oral Language/Positive Reinforcement Component		
Classroom materials -	Study prints, a selection of idea books, language development kits (optional)	
Training -	$15.00	2
Reading Program/Positive Reinforcement Component		
Classroom materials -	a basal reader program, a selection of individual instructional materials ($2.00 - $5.00 per pupil) A tape recorder per classroom a record player per classroom a language master per classroom (optional)	
Training -	$15.00	3
Total Curriculum (all 3 Components)		
Classroom materials -	see above components	
Training -	$30.00	5

The following list of sample materials is given to help the potential adopter see the kind of materials needed. The list is provided for guidance only and does not imply formal endorsement. Additional information about specific materials is available from the Demonstration/Diffusion Center.

Alpha I
Amos and His Friends Learn the Alphabet
Attribute Games
Barnell-Loft Specific Skills Series
Bill Martin's "Sounds of" books
Curriculum Press Phonics Workbooks
Diagnostic Reading Workbooks (Merrill)
Dolch Puzzle Books
Dolch Reading Books
Durrell Murphy Phonics Kit
Early Childhood Discovery Materials
Geo Blocks
Ginn's Learning Sounds and Letters
McCall Crabb Readers
New Practice Readers
Peabody Language Development Kit
Phonics We Use
Phonics We Use Games Kit
Sound Spelling Kits
Speech-To-Print
SRA Basic Reading Series
SRA Reading Labs
SRA Spelling Kits
Standard English
Study Prints
Talking Alphabet
Weekly Reader Practice Books

Start-up costs for materials will naturally vary from school to school. From $0-$10 per pupil should be budgeted, depending upon the variety and quantity of individualized materials already in the school. Costs for operating beyond the first year involve only replacement of consumed materials.

Equipment - The program uses equipment commonly available in schools. A new school would need to provide:

ear phone sets (1 per teacher)
cassette player (1 per teacher)
record player (1 per teacher)
filmstrip projector (1 per 2-3 teachers)
desirable - language master (1 per 2-3 teachers)

Supplies to use with the equipment (tapes, records, filmstrips, A/V kits, etc.) will vary. Continued operation involves replacement and expansion as desired.

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2. Pupil Diagnosis
3. Prescriptive Teaching
4. Instructional Materials
5. Psycholinguistics
6. Management
7. Positive Reinforcement
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11. Training Program

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